



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5631 N 35th Ave, Phoenix, AZ 85017

Alhambra Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Margaret Watral  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-3  
Web Address : [www.alhambra.k12.az.us](http://www.alhambra.k12.az.us)  
Phone Number : (602) 242-5828  
Fax Number : (602) 793-8416  
E-mail : [pwatral@alhambra.k12.az.us](mailto:pwatral@alhambra.k12.az.us)

### Mission

We strive to create a positive, safe and supportive environment oriented to embracing cultural diversity, academic excellence, and respect. Students are our first priority and education is an ongoing partnership among staff, parents, and the community. We promote continuous excellence in our teaching staff. While recognizing each child's individuality, our goals enable students to acquire skills necessary to become lifelong learners, citizens of good character, and productive members of society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü The administration, teachers, and support staff at Cordova Primary School work cooperatively to enhance student achievement and teacher instructional climate in the content areas of reading, writing and math.
- ü The school community at Cordova Primary School places a strong emphasis on maintaining high standards, expectations and attendance in order to promote academic excellence and heightened levels of student achievement.
- ü The school community at Cordova Primary School encourages parents to expand their involvement in their children's education by visiting classrooms and communicating regularly with school staff.
- ü The administration, teachers, and support staff have expanded their use of technology to further support student achievement within our technology rich society.

### Enrollment

October 1, 2005 School Year Student Enrollment : 841  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 59

## Instructional Programs

- ü Full-Day Kindergarten
- ü Gifted and Talented Education Grade 3
- ü Title I Program
- ü Success for All Reading Program
- ü Reading First Grang
- ü Collaborative Writing Program
- ü Harcourt Math
- ü K-3 Computer Lab

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

We are committed to helping each child develop the strong academic skills necessary to function in a global society. We strive to expand the role of parents in their child's education and involve all of the community in the school's decision-making.

### Parents

As partners in the education of our students, parents should promote strong academic achievement, expect behavior conducive to learning and promote regular daily attendance. We encourage parents to visit our school, join our site council, and to volunteer at school.

## Transportation Policy

Bus transportation is authorized for special needs students who require transportation as indicated on their IEPs, students living within one mile of the school where hazardous routes exist, and for students who live one mile or more from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü \$5,000 Laura Bush Foundation Libraries Grant	2005
ü Grade One at the Library-Mayor's Award	2004
ü Performing Plus School	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	236	1792	80010	99	100	99	436	439	447	16	13	10	25	21	18	46	53	53	14	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	887	38935	100	99	99	438	439	447	16	12	9	20	21	19	48	54	55	16	13	17
Male	124	901	40974	98	100	98	433	440	448	15	13	11	29	21	18	44	52	52	12	14	19
African American	13	117	4201	93	100	99	422	440	430	23	15	17	23	18	23	46	50	51	8	16	9
Hispanic	202	1406	34545	100	100	99	435	436	432	15	13	14	25	22	24	47	54	53	12	11	9
Asian/Pacific Islander	NC	46	2068	NC	98	99	NC	451	474	NC	9	4	NC	26	10	NC	35	50	NC	30	36
American Indian/Alaskan Native	NC	53	3979	NC	95	96	NC	435	424	NC	8	17	NC	26	30	NC	60	47	NC	6	6
White	12	167	35142	92	98	99	465	463	465	8	9	5	8	13	11	50	46	56	33	32	28
Students with Disabilities	22	212	10161	92	100	93	400	406	419	36	31	28	45	34	28	9	33	36	9	3	8
Students without Disabilities	214	1580	69849	100	100	100	439	443	451	14	10	7	22	19	17	50	56	56	14	15	19
Limited English Proficient Students	93	878	14013	98	99	97	406	422	413	29	18	24	34	28	34	35	49	39	1	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	212	1552	39029	99	98	98	434	437	432	17	13	14	25	22	25	45	54	52	13	11	9
Non-Economically Disadvantaged	24	240	40981	96	100	100	450	456	462	8	13	6	21	14	13	50	47	54	21	27	27

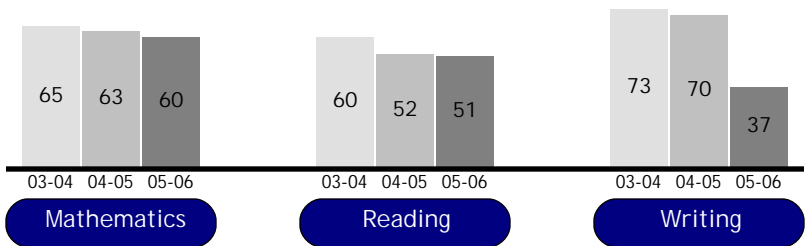
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	235	1792	79438	98	100	98	430	439	451	17	13	9	32	30	24	45	50	56	6	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	887	38775	100	99	99	436	443	457	15	10	7	27	29	22	51	53	58	7	8	13
Male	123	901	40560	97	100	97	425	436	446	18	16	12	37	31	25	40	47	54	5	7	9
African American	13	117	4178	93	100	98	429	448	439	15	10	13	31	26	29	46	52	52	8	11	6
Hispanic	201	1405	34297	100	100	98	429	435	434	17	14	14	33	31	31	44	49	50	6	6	5
Asian/Pacific Islander	NC	46	2063	NC	98	99	NC	446	475	NC	13	3	NC	28	15	NC	48	63	NC	11	20
American Indian/Alaskan Native	NC	54	3940	NC	96	95	NC	438	429	NC	7	14	NC	39	36	NC	50	47	NC	4	3
White	12	167	34887	92	98	98	462	465	471	NA	8	4	33	17	15	58	54	63	8	20	18
Students with Disabilities	21	211	9588	88	99	88	380	391	416	62	47	30	19	29	32	10	22	34	10	2	5
Students without Disabilities	214	1581	69850	100	100	100	434	445	456	12	9	7	34	30	23	49	53	59	6	8	12
Limited English Proficient Students	92	877	13856	97	99	96	393	416	407	34	20	27	46	42	43	20	36	29	1	2	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	211	1552	38685	99	98	97	428	436	435	18	13	14	33	32	32	43	50	50	6	6	5
Non-Economically Disadvantaged	24	240	40753	96	100	99	455	455	467	4	14	5	25	19	16	63	50	62	8	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	240	1792	79971	100	100	99	400	415	423	12	9	8	51	45	41	36	43	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	885	38974	100	99	99	409	427	437	10	6	5	44	39	33	45	52	57	1	3	4
Male	127	903	40895	100	100	98	392	404	410	14	11	10	57	52	47	28	35	41	1	2	2
African American	14	118	4203	100	100	99	389	419	411	14	10	11	57	36	45	29	53	43	NA	1	2
Hispanic	204	1405	34481	100	100	99	402	413	410	11	9	10	51	47	46	36	42	43	1	2	1
Asian/Pacific Islander	NC	46	2067	NC	98	99	NC	423	449	NC	11	4	NC	39	28	NC	41	60	NC	9	8
American Indian/Alaskan Native	NC	53	3995	NC	95	96	NC	412	409	NC	4	10	NC	60	47	NC	36	42	NC	NA	1
White	13	167	35150	100	98	99	406	430	437	8	8	5	46	34	35	46	51	56	NA	7	5
Students with Disabilities	25	213	10258	100	100	94	343	359	377	28	25	23	52	53	51	20	20	25	NA	2	1
Students without Disabilities	215	1579	69713	100	100	100	406	422	429	10	7	5	51	44	39	38	46	52	1	3	3
Limited English Proficient Students	95	876	13985	100	99	97	364	393	382	23	13	18	63	55	54	14	31	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	213	1550	38994	100	97	98	400	413	409	12	9	10	53	47	47	34	42	41	1	2	1
Non-Economically Disadvantaged	27	242	40977	100	100	100	402	428	437	11	10	5	37	33	34	52	52	56	NA	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	56	NA	58	100	37	38	47	100	37	35	46
	Language	97	50	58	50	100	46	49	47	100	54	50	48
	Mathematics	94	67	74	64	100	46	48	50	100	46	44	52
3	Reading	95	62	NA	55	100	33	36	44	97	28	35	46
	Language	97	77	66	61	100	38	39	44	99	35	39	46
	Mathematics	94	76	66	61	100	41	46	51	98	43	46	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

1 School Administrator(s)  
 0 Non-certified Employee(s)  
 5 Teacher(s)  
 20 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

## Council Duties

ü Instructional Strategies  
 ü School Safety Issues  
 ü Student Discipline  
 ü Parent/Educator Relations  
 ü Extracurricular Activities  
 ü Community Outreach

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	4.00	Teacher Aide	21.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	4	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	4	0	0
10 or more years	7	10	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

ü Parent Volunteer and Resource Room  
 ü Tutoring Resour Room  
 ü K-3 Computer Lab

## Extracurricular Activities

ü Student Council  
 ü Rise and Read Program  
 ü Yearbook  
 ü Take-Home Computer Program  
 ü Afterschool Tutoring Program  
 ü Third Grade Chorus  
 ü Summer Enrichment Program  
 ü Perfect Attendance Incentive Programs

## Social Services

ü Before/After School Childcare (AOK)  
 ü On-Site Counseling Services  
 ü Breakfast Program  
 ü Vision Connection  
 ü Lunch Program  
 ü Site-Based Medical Center  
 ü Adult E.S.L. Classes  
 ü Maricopa County Dental Screenings

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The implementation of the Success for All Reading Program has been instrumental in helping to raise student achievement levels in the areas of reading and language arts, grades K-3.
- ü Cordova Primary School was selected to receive a federal Reading First Grant to enhance and expand the school's core Success for All Reading Program.
- ü In October 2005, Cordova Primary School was named a "Performing Plus" School by the Arizona Department of Education.
- ü In October, 2004, Cordova Primary School was once again named an 'Excelling School' by the Arizona Department of Education. This ranking indicates that Cordova Primary School is 'a school that demonstrates optimal student performance.'

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The campus is closed to visitors except by entrance through the front office. Safety concerns are addressed through the School Community Council, the School Safety Committee and the school administrator. The School Resource Officer monitors the campus to ensure the safety of students and staff.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Margaret Watral	(602) 242-5828
Transportation Policy	Chuck Fehr	(602) 336-2942
Community Resources	Sharon Stevens	(602) 242-5828
School Nutrition Programs	Vicky Friedenthal	(602) 242-5828
Parent Organization	Linda Hopple	(602) 242-5828
Student Health/Nurse	Chris Gardner	(602) 242-5828

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.